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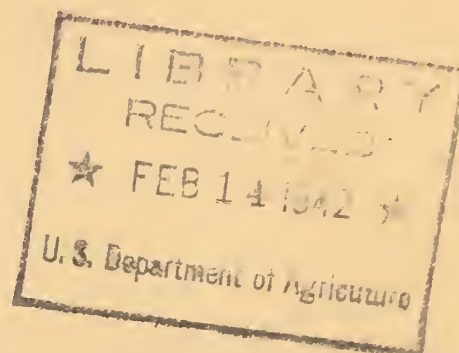
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CHILDREN AND YOU

BY EVA KNOX EVANS

Drawings by Eleanor Ann McDuffie



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CHILDREN AND YOU

by

Eva Knox Evans
Drawings by Eleanor Ann McDuffie

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January
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BEFORE WE BEGIN

This is a book for all the people in our communities and camps who take care of young children. It is a book for you who work in Nursery Schools and Nurseries and Play Groups. You have an important job. You have a hard job, too.

There are so many things you have to do if you are taking care of a large group of children. You have to see that they get their meals and that they eat them. You have to see that they go to the toilet at the right time and that they wash their hands afterwards. You have to see that they have fun playing. And you have to make them behave.

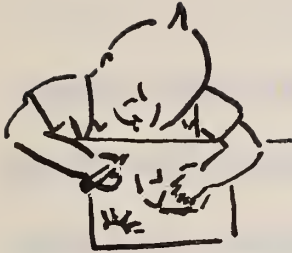
All of these things take time. They keep you busy every minute of the day. You have no time to sit down and rest your feet. Taking care of children is never easy. But it can be interesting and fun.

You must remember that during all of the long hours with the children you are really being a mother to them. You must take the place of their mothers for that time, because all children need a mother. That means that you will love them all -- not one child more than another. Being a mother means that you will be interested in the kind of people they are now, and in the kind of people they will grow up to be.

Perhaps this little book can show you some of the short cuts in taking care of children. Perhaps it can show you how much fun it can be. If it can do that, your job will be easier.



CHILDREN CAN BE FUN



Children can be fun. They can be fun because they are all different; because you never know what they are going to do next. You can't

possibly be bored around a group of little children. No day is ever like any other day because children learn so fast.

Children are fun because they are growing. You can see them grow. The two-year-old learns new words each day. The three-year-old suddenly learns to button his pants. The four-year-old shows you a fine house he has built with his blocks, instead of just piling them one on top of the other. The five-year-old some Monday morning suddenly draws a picture that looks like something. That is fun to watch, because it makes you feel that you have had a part in making them learn these things. It is fun because you are always watching for all of the new things the children are learning.

Children are fun because the smallest thing -- the tiniest attention -- will please them. They like jokes. And they don't have to be very good jokes to make them laugh.

Try saying: "Stick out your tongue, and I'll tell you what you had for dinner." Now Edward knows that you know what he had for dinner. But when you frown and look at his tongue, and pretend to be guessing, he loves it. Say: "Well, you had string beans and you had meat loaf and you had apple sauce." He thinks it is the most wonderful joke.

Or say: "Guess what? As I was coming to the Nursery this morning I saw a mule. Do you know what he was wearing? A green coat! But you'll never guess what was riding on him. A little brown rabbit!" Of course, this joke is silly. Mary thinks it is silly, too. But that is why it is so funny. The funny thing about these jokes is that you take something that the children know, like mules and rabbits, but you make them do things that the children know they can't do. You can make up more like this one. Be sure that they are so silly that they could not possibly be taken for

the truth. And Mary and Edward and John will like to make up their own.

Another way you can joke with the children is by asking silly questions, like these:

"Do you hear with your nose?"

"Do you eat with your eyes?"

"Do you talk with your ears?"

"Do you walk with your hands?"



Here again it is the very silliness of the questions that make them so funny. Watch their eyes shine. Hear them laugh.

All of this takes time, but it is time well spent. It makes the children feel that you are a friend. Try it on someone who is angry because it is nap time, and you are putting him to bed. Try it on someone who is crying because he misses his mother. These things make happy children. And happy children are easier to take care of. Happy children are fun.

CHILDREN LIKE TO PLAY



Have you ever stood and watched a group of children play? Perhaps it looks as if they are just wasting time. That is not true at all. All young animals learn by playing, and children learn that way, too.

Have you ever watched a kitten playing with a ball? He may seem to be just playing, but what he is really doing is learning to catch a mouse. He learns, in playing with a ball, to run fast and pounce; and when he learns that, he will know how to get his food.

Children learn to run and pounce, too, while they are playing. They learn to jump and climb and balance themselves on narrow places. They learn how to carry and move heavy things. Instead of studying out of books, a young child has to "study" how to use his arms and legs. His books are the things he plays with. Playing makes children strong. It teaches

them how to make their legs and arms do what they want them to do.

Children learn by playing that they are grown-up. In their play, they do the same things that they see their fathers and mothers do. When Mary keeps house; when John "goes off to work", it is serious business for them. They really are a father and mother living as their own fathers and mothers live. And this is the way they begin to understand about families, about cooking, about having a job.

Children learn by playing. One important thing they learn is to get along with other people. They learn to take turns and to share their playthings. They learn that they cannot get along with others if they grab and fight. These are hard things to learn; they cannot learn them quickly; but children must learn them if they are ever to hold a job or live happily in a world with others.

Children learn by playing, but that isn't the reason they play. They play because they need it, in the same way that they need their dinners and their naps. When children play they have fun and are

happy, and this is as important for children as food and sleep. Play makes them grow up.

A grown-up should be with the children when they are playing. They can get hurt so easily if someone is not with them all of the time. But don't be a policeman. Have fun with the children. Play with them. Take a ride on their train; go on a visit to one of their play houses. You will find that the time will pass more quickly than if you just stood around and watched.

Free play will take up a large part of the day. Let the children have their own ideas about what they are to play. And since we want children to have as much fresh air and sunshine as they can get, they should play outdoors as much as possible. When they must play indoors because of bad weather, try to have the room fixed up so that there are large spaces where they can move about freely. You may have to stack the tables on top of each other to make room, but it is well worth the trouble it takes. Children must run and skip and play about whether they are indoors or out. That is the way they learn.

CHILDREN ARE DIFFERENT



All children are different. Every child is different from every other child. That is sometimes a hard thing to remember, but it is important for us to think about it all of the time.

It is important because it helps us to take care of them the right way. John and Mary and Edward may seem to be very much alike. They may play with toys in the same way, or draw the same kind of pictures with their crayons. They may even look alike. But they are each different from the other in the same way that grown up people are different.

Do you like to have people remember your name? All of us like that. Children like it, too. They feel very much better in a strange place with a strange lady taking care of them, if that strange lady remembers to call them by their own name. That makes them feel important. It makes them feel that they belong in this strange place.

Printing the children's names on paper and pinning it on their backs might help you learn their names quickly. Be sure to use a safety pin, so the children won't get hurt. You will want the children to learn your name, too. When they call you "Teacher" or "Woman", just smile and say: "My name is Miss Brown", or you can just say: "Miss Brown". But if you have a name that is hard to say, as: "Miss Kateznjammer", have the children call you "Miss K." or "Miss Mary".

Do you want people to remember the things you like to eat and the special things you like to do? All of us like that, and so do children.

John will eat his dinner better, if you remember to tell him before he goes to the table that there are sweet potatoes, because he especially likes sweet potatoes. That will make him more anxious to eat his carrots, even if he doesn't like them.



Mary will take her nap better, if you remember to tell her that someone is going to read her favorite story to her as soon as she wakes up.

Edward will have a happier day, if you remember to ask him about the trip he took to town the day before.

These seem to be little things; they take time when you are busy, but they are important, because they make John and Mary and Edward feel safe and at home in a strange place. It makes them like being in the Nursery. And when children enjoy being in the Nursery, when they feel that it is their own, then they are very much easier to take care of.

All children are different. They like to be treated that way. We cannot expect them all to like the same things or to act the same way.



CHILDREN AREN'T BAD



Taking care of children would be simple and easy if the children would only behave. Getting children to behave is one of the biggest problems we have. It takes a lot of time. It is one of the places where we can make our biggest mistakes.

Sometimes we think that children are bad. We think they are bad when they are making noise, or when they won't sit still, or when they cry. We sometimes think they are bad when they hit and fight and talk back to grown-ups.

Children aren't bad. They sometimes do things that we, as grown-ups, don't want them to do. They sometimes do things they cannot do just because they are with a lot of other children. They have to learn how to live with other children and with grown-ups. They are never really bad. There are always good reasons why children do not behave.

So we must ask ourselves: "Why do children seem bad?" If we are working with little children, we must keep asking ourselves this question all of the time. There can be a different reason for each child. There can be a different reason for each day in the week.

Every time Susie Q. does something she shouldn't do, it does no good to think to yourself: "That's bad", and then get mad about it. First you must think: "Why did she do it?"

Being sick or hungry, sleepy or just tired, can make children misbehave. Maybe mother was cross in the morning when Susie Q. was getting ready to come to the Nursery. Maybe mother was sick. Maybe father is out of a job. When little children are worried or frightened about something, they can't tell you in words. They tell you by being bad.

If you can find out the reasons why Susie Q. is hitting everyone who comes near her, it is easy to help her. If she is hungry, she should be fed; if she is sick, she should be sent to the nurse; if sleepy or tired she should be put to bed. If she is

worried, maybe you can get her to tell you about it. Above all things, don't act mad about it. Show Susie Q. that you like her and want to help her.

BUT SOMETIMES THEY HIT AND FIGHT

Many children hit and bite and scratch and fight because they are afraid someone is going to hit them. Older brothers and sisters or playmates may hit them. Maybe even their fathers and mothers get angry and slap them, or frighten them by putting them in a dark closet. It would do no good at all for you to do the same kind of things to them. You would only make the children more frightened and more likely to hit and scratch and fight the next time they have a chance.

When Edward and Mary are fighting, the best thing for you to do is to take Edward firmly by one hand and Mary firmly by the other, and separate them. Do this at once as soon as you see them, but don't act as if you are mad. Then stoop down so that they can see your eyes, and will be sure to understand you, and say, "You don't have to fight. Tell me about it and let's see what we can do."

If the fight started because Mary had grabbed Edward's doll away from him, you can help them settle it in some fair way. See if Mary can find something else to play with. Perhaps Edward will let Mary have a turn with the doll after he has played with it awhile. Perhaps you can show them a way that they can play with the doll together, by asking Mary if she would like to make a mud pie for the doll, or build a bed for it out of blocks. But in some way you can help them see that they don't have to fight to get their way.

All of us want attention, and of course, children do, too. We must give it to them, because the child who cannot get it by being "good", will get it by being "bad". Be sure to tell your children when they are doing the right things. You will want to keep saying all day long: "That's fine!" "I like that!" or "That's the right way!"

There is usually some child in every group who wants more attention than the others, and who will hit and fight in order to get it. Try to keep him busy with things that interest him. Perhaps he can do a job for you like setting a table for lunch, or moving the chairs in a circle, or helping some younger child

in the bathroom. This gives him attention, but it is the right kind rather than the wrong kind. If he is kept busy he will forget to act "smarty" or loud. But be sure to give him this attention before he is bad.



SOMETIMES THEY KICK AND SCREAM

If a child is kicking and screaming in a temper tantrum, you only make it worse, if you try to talk to him. It may be best to take him away from the other children, for he will get over his spell quicker if you do. Pick him up in your arms, and carry him to a place where he can be alone. Don't be mad when you do this. And of course, you would never put him in a place that is dark or where he would be afraid or might hurt himself. Stay there with him until he is over it, because even when he is kicking and screaming, he needs you there.

When he is all over his tantrum, tell him: "Next time tell me what you want. You don't have to cry to get what you want." Be glad to have him go back to

the group; give him a good drink of water; and find something for him to do that will interest him.

SOMETIMES THEY LIE AND STEAL

We want our children to grow up to be the finest men and women in the United States. That is the reason we watch over them so carefully. For children learn many things when they are little that they don't forget when they are grown. One of the things that children must learn is what is true and what is not. They must learn what is theirs and what is not.

This is a time when we must remember more than ever that a child is not bad who tells something that is not true. A child is not bad who takes something that doesn't belong to him. Children have their reasons for doing these things. We must try to find out the reasons before we can help them to stop.

Grown-ups lie to children. This is something we don't like to think about, but we do it all the time. We say: "If you'll come to the bathroom like a good boy, I'll give you something nice." And then we don't give him something nice. We say: "You can't do that now. You can do it tomorrow." And then we forget to let him do it tomorrow. We can't expect a child to

tell the truth unless we are careful to always tell the truth to him. We think children are too little to notice these things, but they aren't.

Children tell big stories about themselves. Sometimes the stories are so real to them that they actually believe them. It does no good to say they aren't true, or to try to make the child admit that he is lying. It only makes him lie more.

One way you can handle this is to let the child think it is a game he is playing and play it with him. That will let him see that he is just making up a story, and that you know that is what he is doing.

For instance: Mary may come to the Nursery some morning and say that she has "two hundred new dresses". Now Mary may be saying this because Susie Q. has two new dresses and she wants to be bigger than Susie Q. So she makes up a nice big story. You can smile and say: "I like the dress you have, Mary; but wouldn't it be fun if we had all the dresses in the whole world? We would have green ones and blue ones and yellow ones and red ones. We could give a green one to Ethel, and a blue one to Lola May, and a red one to Joan." (Name all the girls in the Nursery.) You see

how this turns into a game for Mary? She learns that she is not telling the truth, and that you know she is not. You don't have to tell her that she is lying.

You may find some day that Tommy has stuck a little block belonging to the Nursery into his pocket, ready to take it home. Don't slap his hands and tell him he is bad because he has been stealing. Tell him the block belongs to the Nursery. Show him where it belongs on the shelf. Have him put it there himself. Then ask him if he would like to make something that would be his own, and that he could take home.

Tommy took the little block because he wanted something of his very own. Maybe he doesn't have any toys at home. Maybe he doesn't have anything that belongs to him alone. Or even if he has a lot of toys, he may just want to take something home with him. He needs to have something that is his. Help him to make things or get things that he can call his own. That will help him to learn what is his and what is not.

Edward may take a little picture that Mary has drawn with her crayons. Perhaps when Mary drew the picture, you told her that it was pretty. Edward probably took the picture because he wanted someone to

think that he had drawn it. Have him give the picture back to Mary. Say: "This is Mary's. But you can make one, too." Then help him make one of his own, and be sure to tell him that it is very pretty!

Above all, we have to be honest and truthful with children if we expect them to be truthful and honest with us.

SOMETIMES THEY TALK BACK

We have to be polite to children if we want them to learn how to be polite. In fact, that is about the only way they learn to be polite. We can make children say "Thank you" and "Please" a hundred times a day, but they will learn to say these things only if we are careful to say "Thank you" and "Please" to them, and to the other helpers in the Nursery. Children will do as we do much more quickly than they will do as we say. You cannot expect to teach politeness to children if you order them about and tell them to "shutup" when you want them to be quiet.

When children sass grown-ups, they are almost always doing exactly as they hear grown-ups talk to them. A child once said to one of the teachers

in one of our Nurseries: "If you make me go to bed, I'm going to town and I'm going to buy some candy and I'm not going to give you any!" Did this teacher get mad, and tell the child she had no right to talk to her like that? No, indeed. The teacher knew that the child was only saying something she had heard said to her. The teacher only smiled and said: "Do you know what I'm going to do? I'm going to town, and I'm going to buy some candy, and I'm going to bring you some!" Well, the end of the story is that the child went happily to bed; and the next day, the teacher remembered to bring her a little candy mint --- just as she had promised.

BUT THEY AREN'T BAD

Children have to learn how to behave, and we will have to teach them in the right way. Most grown-ups talk too much to children. They talk so much that the children just stop listening. The fewer words you can use the better. Be careful what you say to them, but mean what you say. You can't get mad at Mary for something one day and not notice it the next. You can't punish Mary one day for hitting John; and then not punish John the next day for hitting Mary. You must be fair all of the time with every child.

Perhaps it will be a little easier
if we make some rules for ourselves for helping children
learn to behave.

1. We will remember to look for reasons why children
act the way they do.

2. We will never hit a child.

3. We will never frighten a child.

4. We will never get excited.

5. If we get mad, we won't show it.

6. We will try to always be kind and friendly and
polite.

7. We will not make promises that we don't keep.

8. We will not tell parents that their child has
been bad.

9. We will not talk to others in the community about
some special child.

10. We will remember that each child is different.



FROM MORNING TILL NIGHT

You will want to have a program that you follow each day. Children like to know what is coming next. They get used to doing the same things about the same time each day. You will find that you will not have as much trouble getting children to take a nap or to eat their meals, if you have a regular time for doing these things.

You cannot expect small children to stop doing one thing and start another the second you tell them to. It takes a little time for them to make the change. One way to get them ready to change from one thing to the other, is to say: "In five minutes it will be time to put your toys away," or "It's almost time to get ready for dinner."

We can plan for the Nursery to open at seven, because that is about the time the mothers go to work. But you can change the program to fit your special Nursery. Here is a sample program you might like to follow for the whole day:

7:00 - 7:30	Morning Inspection Toilet - Wash for Breakfast
7:30 - 8:00	Breakfast
8:00 - 9:00	Quiet games, Puzzles, Books Toilet - Wash hands Visit of Nurse
9:00 - 10:00	Free Play (Outdoors, when possible) Juice with cod liver oil
10:00 - 11:00	Free Play (Outdoors, when possible)
11:00 - 11:15	Toilet - Wash for Dinner
11:15 - 11:30	Rest
11:30 - 12:30	Dinner Toilet - Wash hands
12:30 - 2:00	Nap
2:00 - 2:15	Toilet - Wash hands Juice or milk
2:15 - 4:00	Free Play (Outdoors, when possible)
4:00 - 4:45	Story, Singing, Quiet Games
4:45 - 5:00	Toilet - Wash for Supper
5:00 - 5:30	Supper



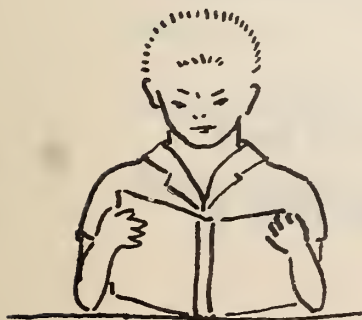
Children go home as soon as mothers come for them.

MORNING INSPECTION

It is early in the morning, and the children have come through the cold and the dew, and sometimes the dark, to the Nursery. They are probably

sleepy and hungry. You are probably sleepy and hungry, too. But the day will go much better if you can be friendly and cheerful when you say "Hello" to the children.

You should be at the door to meet each child, and before he takes off his wraps, and before his mother leaves for the day, you should look down his throat with a flash light, and at his nose. The nurse can teach you how to do this. If his throat is red, or his nose looks as if he is taking a fresh cold, ask his mother to take him to the clinic, and get the nurse to look at him. If his mother must get to work, then you must keep him away from the other children until the nurse's visit. Give him a washable toy to play with, until the nurse decides whether or not it is dangerous for him to stay with the other children. Little children take cold easily, and they can give their colds to other children very quickly. All kinds of other diseases, like measles and whooping cough, start with a red throat and a runny nose.



BEFORE MEALS

All of the children should have some time for quiet and rest before each meal. Before

breakfast and supper they can sit quietly and look at books until the meal is on the table.

Before dinner, however, and after they have been playing hard all morning, they should lie down for about fifteen minutes. Be sure the windows are up so that there is fresh air. Take off their shoes and have them stretch out on their cots. The children must not go to sleep; they should just rest quietly until dinner is ready. This may seem a little trouble, but it can be a help to you, because while the children are resting, you will have time to do the last things before dinner.

MEALS



Food should be on the table when the children get there. It must be cooled a little anyway before it can be eaten, and if you serve all the plates, that will make the food about right. It is possible to teach children to begin eating together, if you don't make them wait too long.

The four and five year olds can wait until they have said a little prayer, if you like to

start the meal that way. They are old enough to learn this. After awhile the younger children will notice what the older ones are doing, and they will wait, too. But don't make them do it. The important thing is that they eat.

A two-year-old has a lot to learn about eating. He is just beginning to use a spoon instead of his fingers. He may just be learning how to drink out of a cup instead of a bottle. If we make these things too hard for him, he may not eat at all. Don't try to make him learn everything at once. He will need help. A grown-up should sit at the table and feed him when he gets tired. If you haven't enough helpers, a five-year-old child will make a good one. The five-year-olds can set the tables and help you serve, too. It is best to have the children of the same age sit together.

Give small helpings. It is better for children to eat everything that is on their plates, even if it is just a little bit. Then give them other helpings, if they want them. It is hard for us to realize that children's stomachs are small. They can't take nearly as much food as we can. And we don't want

them to get used to the idea of having a lot of food on their plates.

We will try to get the children to eat new foods. Give them really small helpings of a food they have not tried before. Don't nag them about eating it; but if you eat it and seem to enjoy it, they will be more likely to eat it too.

NAP



Every child should have his name on either his cot or his sheets, so that he will always sleep on the same bed clothes. If you have enough room to leave the cots up all the time, then you can print the child's name on the leg of the cot. But if the cots must be put away after each nap, there must be a special place for each set of sheets and blankets.

Orange crates make good lockers. If you haven't room for a locker for each child, you can get large shopping bags -- one for each child. Put his name on it, and keep his sheets in that. These bags can be hung in a closet when they are not being used; and put

under each cot while the sheets are in use. Each sheet should be washed at least once a week.

Nap time is usually hard, because many children don't like to go to bed away from home. They may cry and say they won't go to sleep. You must try to make them as happy as possible. Patting John gently, talking to him softly, even singing a little will help to quiet him and put him to sleep. Or try giving him a toy to hold. Don't give him a lot of things to play with; but one soft toy animal or doll may help to make him go to sleep more quickly. If John keeps on crying, and cannot be stopped, his cot should be taken out of the room and put where he cannot keep all the others awake. Don't frighten him when you move him; let him know that you will be near to take care of him if he needs you.



TOILET

Getting the children to the toilet at regular times during the day, takes a great deal of time. You will want to plan this very carefully, so that you will not have to waste too much time, and so that the

children will not have to get upset and restless waiting their turns.

If you are using outside toilets, utility buildings, or other "grown-up" places, be sure you have a platform or stool built that the children can step up on to get to the toilet, and where they can put their feet while they are sitting down. If the hole of the toilet is large, it is easy to have a smaller one made that can be put over the large one, and taken off when the children are not using it.

You may need potties for the use of the youngest children. Keep them in a special place, with pine oil or some other disinfectant nearby which can be used for washing the potties after each use. Perhaps you will want to use a chair for the pottie. One can be made out of an orange crate, if you cannot buy the usual nursery chair.

Going to the toilet is sometimes one thing that children do not like to do away from home. They feel strange and hold back. Try to make it as easy as possible until they get used to it. It is sometimes easier for the youngest child to go to the

toilet if another child goes with him. Perhaps he would like to take a toy to make him feel safer and more at home.

Tommy will wet his pants sometimes, and no matter how you hate to change him and clean up after him, please don't let him see that you mind. Be cheerful and matter-of-fact about it. He wets his pants because he is uneasy or frightened, and you will not help him stop if you fuss. Remember about the time of day that he wets, and then try to get him to the bathroom before he has a chance to next time.

It is well to ask the mothers to send an extra pair of pants for each of the younger children. When Tommy wets, change his pants at once, so that he will not get used to the idea of having wet pants. Rinse out the wet pants and hang them up to dry, so that they will be ready if he needs them again.

If you have to take the children to a toilet away from the Nursery -- as to the utility building, for instance -- take them in small enough groups so they will not have to stand around long waiting their turn. It is probably best to take the youngest children first. If there are no streets to cross, and it seems perfectly

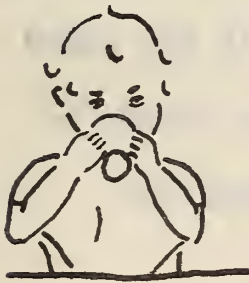
safe, the four and five year olds can go to the toilet by themselves. Be sure to have them tell you before they go so that you can keep up with them, and will know where they are and when they should be coming back.

STORIES

The children should be sitting down, ready to listen before you begin your story. If the children are sitting in chairs in a circle, then a low chair is best for you, too. If the children are sitting on the floor, sit there with them. Then they will not have to look up so high while they are listening.

If Edward won't pay attention, but is whispering to his neighbor, you need not stop the story to speak to him. You can go on with the story like this: "So the big bear said to the little bear, Edward," and go on from there. Edward will look up and usually begin listening. But if he keeps on talking, and is bothering the others so that they cannot listen, tell him to come and sit by you, or leave the group and get a book to look at. Be glad to have him come back, if he wants to listen to the rest of the story, and will be quiet.

At the end of this book, you will find a list of some books that have good stories for even the youngest children. You will want to find others. Be sure that there is nothing frightening in the stories, and that the "real life" ones are about things that the children know and do themselves. If you are going to read stories, be sure you know them well enough so that you won't have to stumble over the words. Read slowly and clearly, and as though you like the story, too. Fifteen minutes is about as long as you can expect a large group of children to sit still.



JUICE OR MILK

You do not have to set the table or do anything special when you give the children juice. If the day is nice and the children are in the yard, take the glasses of juice or milk to the yard on a tray, and put it in a central place. The children can just stand and drink, and then go back to play.

After nap, the juice or milk can be given as soon as each child wakes up and has been to the bathroom.

FREE PLAY



It will be easier for both you and the children if a fence can be put around the yard where the children will play. Since they will be staying out of doors as much as possible, there must be something for them to play with; something to keep them busy and happy for hours at a time.

When the children play indoors, it is best if you can arrange your room so that the youngest children will not have to play with the oldest. Perhaps the two and three year olds could be put in one end of the room, and the four and five year olds in the other end. Children can learn quickly where they belong in a room. They will go to their special places for eating and for play, too.

All of the children can have about the same kind of toys. But the way they play with them is very different. You might have two sets of shelves — orange crates will do for this; one set for the youngest and one set for the oldest. Then their playthings can be separate, too.

Try to keep the yard and room as neat and clean as possible. The children should learn to help you with this. A regular place for each kind of toy will make cleaning up easier for both you and the children.

In the back of this book you will find a list of toys and playthings that are best for young children. You, and the children, too, will be able to add to the list with ideas of your own.

END OF THE DAY



The day is over, and it has been long and hard for you. You are tired and probably wish you had never seen a child in your whole life. But don't show that you feel that way until the last child has gone home through the dusk and the dark.

The children are tired, too, and anxious to see their parents. And remember that tired mothers and fathers will be coming for them. Try to find quiet things for them to do after supper. Try to keep anything upsetting from happening just before the children are ready to go home. Send them home happy, so that they will want to come back the next day.

We want the mothers to bring the children to the Nursery looking clean and neat. Try to send them home looking as nice as possible. Of course, they can't be as clean as when they came in the morning, but you can see that their shoes are laced, and their pants are buttoned up, and their hands and faces are washed.

When the last child has gone, and you

are sure the Nursery will be ready for the children in the morning, go home and forget about your job. Don't talk about it to your husband or your family or your friends any more than you can help. Relax and have fun; do anything you like, but don't carry your work home with you, even in your thoughts. That will make you a rested, more cheerful person for starting the next important day.

TOYS AND PLAYTHINGS

If you have no money to spend for the yard:

1. Big packing cases, goods boxes, apple boxes.
2. Empty nail kegs, barrels.
3. Sand.
4. Old kitchen spoons; pots and pans; pie plates; tin cans, which have been opened with the type can opener that leaves a smooth edge.
5. A see-saw, made from a saw horse and board. (Be sure the board is smooth and sanded.)
6. Other boards, smoothed and sanded, for building, etc.
7. Swings. (An old automobile tire, tied with a rope hung from a tree can be useful.)

If you have no money to spend for the room:

1. Empty spools, painted bright colors, if possible.
(Used for beads, threaded on shoe strings.)
2. Small scraps of lumber with even edges -- smoothed and sanded. (Used instead of blocks for building.)
3. All kinds and sizes of tin cans. (They must have been opened with a smooth-edged can opener.)
4. Scrap books made from pictures cut from magazines and pasted on heavy brown paper or cloth.

5. Scraps of cloth, used for doll covers, etc.
6. Bean bags.
7. Cheese boxes and other small boxes. (Used for doll beds and other doll furniture.)
8. Clothes pins. (Children will use them for dolls. Youngest like to pin them around edges of tin cans, etc.)
9. Stuffed dolls and animals made from scraps of cloth.

If you have money to spend on the yard:

1. A sand box. Should be large with a cover to keep sand clean.
2. Tin dishes, shovels, large spoons. (Used in sand.)
3. Saw horses of different sizes: 18, 12, 9 and 6 inches high.
4. Two dozen boards of different sizes: 8 feet to 30 inches long.
5. Ladders. (Used for all types of climbing -- on boxes, across two boxes, etc.)
6. Large hollow blocks -- one foot square; and two feet by one foot.
7. Wagons.
8. Wheel barrows.
9. Tricycles.
10. Nail kegs, packing cases, boxes.

If you have money to spend on the room:

1. Blocks. You can't have too many. May be made by carpenter from white pine. Three different sizes:
 1. 6 inches long, 3 inches wide, and $1\frac{1}{2}$ inches thick
 2. 12 inches long, 3 inches wide, and $1\frac{1}{2}$ inches thick
 3. 24 inches long, 3 inches wide, and $1\frac{1}{2}$ inches thick
2. Rubber balls.
3. Rubber dolls.
4. Other dolls.
5. Rubber trucks, autos, boats, etc.
6. "Housekeeping" toys, as beds, dishes, irons, etc.
7. Small brooms, mops, dust pans.
8. Picture books; puzzles.
9. Bingo beds.
10. Large crayons.
11. Poster paints, large brushes (Powdered paints are cheaper.)
12. Paper (Wrapping paper, made smooth with hot iron, can be used.)
13. Small wagons and carts, for young children to pull.
14. Hammers, saws, nails, and scrap lumber.

QUIET GAMES

1. Cat And Mouse.

Have the children sit in chairs in a line. Put one chair about four feet in front of this line, with its back to the children. Have a child sit there, with his eyes hidden. The children are the mice; the one child is the cat. Choose one "mouse" from the line of children to creep softly to the "cat" and scratch on his chair. The "cat" turns quickly when he hears the scratch, and tries to catch the "mouse" before he gets back to his chair. If the "mouse" is caught, he must be the "cat".

2. Who Is Knocking?

The chairs are fixed as for the "Cat And Mouse" game. Again, a child sits on the chair and hides his eyes. Another child is chosen to go to the chair and knock on the back of it. When he hears the knock, the child says: "Who is knocking?" The other child says: "I am" or "It is I". The child on

the chair has to guess who is knocking by the sound of the voice. If he guesses right, he gives up his chair to the one who knocked.

3. Hide and Seek.

This is a very quiet game of hide and seek. Put the chairs in a circle. On the floor in the middle of the circle put about six things in a long line, as: a pair of scissors, a small block, a little piece of cloth, a pencil, and a small piece of paper -- anything that can be hidden easily. All of the children hide their eyes. One child is chosen to take something from the floor, and hide it in his lap. When he says: "Ready", the children open their eyes, and guess what he has taken away. The child who guesses right, can be the one who hides something the next time.

4. A Feeling Game.

The chairs are in a circle. The teacher sits in the circle with the children, with a number of small things in her lap. You can use the same things you used for the "Hide and Seek" game. With their eyes closed, the children take turns feeling one of these things and guessing what it is.

5. Who Am I?

This game can be played anywhere -- at the lunch table, after a story, or during a regular game time. You will have to start it. For instance, you say: "I'm black with white spots. I like to run and play. I say: 'Bow-Wow.' Who am I?" You may have to make up several of these before the children get the idea of the game. Be sure to make your "riddles" easy enough for the children to guess.

6. What Do I See?

This is another guessing game that can be played any time. You will probably have to start this one, too. Say: "I see something red. It has a tongue. It has four wheels. What do I see?" Try to choose things that you actually do see in the room or in the yard, and again, make your "riddles" easy.

